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ABSTRACT

This paper gives an overview of "The Schooled Mind: Do the Arts Make a Difference? An Empirical Evaluation of the Hamilton Fairfield SPECTRA+ Program, 1992-93." SPECTRA+ is an education reform, school renewal approach involving all students in the arts on a daily basis. The primary mission of SPECTRA+ is to improve education for children and to improve children through renewed education utilizing daily involvement in quality arts experiences. Five major components comprise the SPECTRA+ approach: (1) teacher training/professional development; (2) teaching the arts as individual entities; (3) integration, immersion, infusion of the arts throughout the curriculum; (4) artists in residence; and (5) evaluation. The evaluation is a major component of SPECTRA+ and provides data and results of SPECTRA+ that meet stringent research parameters. This study measured pre-test and post-test results after one year of the program. The testing involved 615 students in grades 1, 3, 4 (pre- test) and 2, 4, 5 (post-test). Four schools of similar demographics were involved in the evaluation study. The 5 variables selected for the study were: (1) academic achievement; (2) self-esteem; (3) locus of control; (4) creative thinking; and (5) appreciation of the arts. The full study includes four chapters: (1) introduction, the history and philosophy of SPECTRA+ and arts education in general; (2) methodology, an explanation of the how and why of the evaluation design; (3) results, the findings of this study; and (4) recommendations, the evaluator's discussion of results and his recommendations. This is the first time that analysis and presentation of data from an evaluation study provides support for arguments to include the arts at a significant level in the curriculum of the elementary school. (DK)

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FROM: Rick H. Jones, Executive Director
Hamilton Fairfield Arts Association
Fitton Center for Creative Arts
101 South Monument Avenue
Hamilton, Ohio 45011-2833

DATE: February 1994

SPECTRA+
EVALUATION OVERVIEW

The Hamilton Fairfield Arts Association is pleased to announce the release of its **SPECTRA+** evaluation report:

THE SCHOOLED MIND: DO THE ARTS MAKE A DIFFERENCE? An Empirical Evaluation of the Hamilton Fairfield SPECTRA+ Program, 1992-93.

SPECTRA+ is an education reform / school renewal approach involving all students in the arts on a daily basis. The primary mission of **SPECTRA+** is to improve education for children and to improve children through renewed education utilizing daily involvement in quality arts experiences.

Five major components comprise the **SPECTRA+** approach:

1. Teacher training / professional development.
2. Teaching the arts as individual entities.
3. Integration, immersion, infusion of the arts throughout the curriculum.
4. Artists-in-residence
5. Evaluation.

This site-based, site-managed program is a four year pilot program begun in 1992 and coordinated by the Hamilton Fairfield Arts Association, a community based organization operating the Fitton Center for Creative Arts in Hamilton, Ohio. This multi-arts agency provides guidance and leadership in the planning and implementation of **SPECTRA+**, as well as staff support while acting as fiscal agent.

A major component of **SPECTRA+** is the sophisticated evaluation titled **THE SCHOOLED MIND: DO THE ARTS MAKE A DIFFERENCE? An Empirical Evaluation of the Hamilton Fairfield SPECTRA+ Program, 1992-93.** This study was conducted by Richard L. Luftig, Ph.D., Professor and Associate, Miami University, Center for Human Development, Learning, and Teaching, Oxford, Ohio. Dr. Luftig, an authority on self-esteem and published author of college text books on assessment and evaluation, had no prior knowledge of **SPECTRA+** until invited to design and implement an empirical evaluation of the program.

This study provides data and results of **SPECTRA+** which meet stringent research parameters. To our knowledge, an evaluation of this magnitude has never been conducted for a comprehensive arts education program in public elementary schools in the U.S.

Briefly, this study measured pre-test and post-test results after one year of the program. The testing involved 615 students in grades 1, 3, 4 (pre-test) and 2, 4, 5 (post-test). Four schools of similar demographics were involved in the evaluation study.

The five variables selected for study were:

1. Academic Achievement.
2. Self-Esteem.
3. Locus of Control.
4. Creative Thinking.
5. Appreciation of the Arts.

The study includes four chapters:

1. Chapter One: Introduction (the history and philosophy of **SPECTRA+** and a look at arts education in general).
2. Chapter Two: Methodology (an explanation of the how and why of the evaluation design).
3. Chapter Three: Results (the findings of this study).
4. Chapter Four: Recommendations (the evaluator's discussion of results and his recommendations).

This is the first time that analysis and presentation of data from an evaluation study provides support for arguments **to include the arts at a significant level in the curriculum of the elementary school**. This is not a position paper, but a controlled and empirically-based scientific study written in easily understood language and clarified with 37 tables.

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